

Inspection of Belmont Primary School

Belmont Road, Chiswick, London W4 5UL

Inspection dates: 2 and 3 February 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are happy at this caring school. One parent, typifying the views of many, told inspectors that their child looks forward to going to school and often returns home with a big smile on their face. The school's friendly atmosphere nurtures pupils, who are polite, kind and respectful to one another and to adults. Pupils appreciate their teachers, and they enjoy learning. Pupils are safe. They said that their teachers always have an eye on them. The school's values, 'Be Safe', 'Be Respectful' and 'Be a Learner', permeate school life.

Pupils know that teachers have high aspirations for them. Staff commit to knowing pupils individually, and so provide the right level of support to boost pupils' learning and well-being.

Behaviour is good. Pupils conduct themselves extremely well around school. Pupils play happily together during their breaktimes. Pupils said that they can talk to adults if they need help, and that bullying is dealt with swiftly if it occurs.

Parents appreciate curriculum enrichment activities such as gardening. An extensive range of before- and after-school clubs are on offer, including cheerleading, chess and sign language.

What does the school do well and what does it need to do better?

Leaders and governors want pupils to achieve their best. All staff share this view. The broad and rich curriculum they provide supports pupils' academic and personal development. Pupils build their knowledge and skills effectively across all curriculum subjects. Pupils receive work that reflects their teachers' high expectations of them. They are well prepared for the next steps of their education. This includes pupils with special educational needs and/or disabilities. Teaching assistants support these pupils' learning well.

Teaching is strong. Teachers make learning fun, which inspires pupils to learn. Children in the early years provision get off to a good start, and receive a good range of meaningful learning experiences. Adults help them to settle into school routines.

Reading is given high priority. Phonics development is strong. This, along with daily reading sessions in school and at home with parents, helps pupils excel. A new process for teaching phonics is maintaining a consistent approach to developing pupils' reading skills. Pupils read with fluency and comprehension that are appropriate to their age. Pupils have a genuine love of reading. Pupils talked about their favourite books with enthusiasm, and described characters, themes and story endings in an eloquent way.

Pupils, including children in the early years provision, have extremely positive attitudes to learning. They settle quickly to tasks set by their teacher due to their genuine interest in the subjects they learn. Classrooms are welcoming and colourful places with clear routines. Children receive opportunities to work independently and cooperatively, including listening to each other during meaningful discussions.

The use of assessment to check pupils' knowledge is variable. During lessons, teachers question pupils to spot gaps in their learning. This then informs teaching. Teachers use effective strategies which enable pupils to recap on their prior learning. However, in some learning sessions, there were missed opportunities to identify what pupils already know. Furthermore, curriculum plans for some subjects start from Year 1, rather than from the foundation stage.

There is a strong focus on pupils' personal development. Pupils learn to appreciate different faiths and cultures. Pupils learn to be caring, active and responsible citizens through the array of opportunities available to them, for example trips, sporting clubs and financial enterprise. Pupils understand the democratic process through electing class representatives to the school council. Pupils make a good contribution to the school through leadership roles that interest them, including roles relating to technology and the environment.

Leaders ensure that staff receive effective professional development. This supports their teaching of the curriculum. Leaders are considerate of their staff, who appreciate the support they receive, particularly for their well-being.

Governors hold leaders to account for the school's work and check that statutory requirements are in place. Members of the governing body receive reports from the headteacher. They gain a good awareness of what it is like to be a pupil at the school. At times, though, communication between leaders is not rigorous enough. This includes information from subject leaders about pupils' knowledge and about the school's overall education performance.

Strong partnerships are in place with many parents, who are very supportive of the school. However, some thought that leaders could communicate with parents more effectively, to help support their child's learning and development further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant. They know how to identify when pupils are at risk from harm, and know what to do should they have a concern, including about peer-on-peer abuse, neglect and radicalisation.

Appropriate referrals are made to outside agencies to secure the help that vulnerable pupils need. Any necessary actions are followed up without delay. Records are detailed. While staff training is regular, records of training, particularly

for the designated staff responsible for safeguarding, were not as accurate as they should have been. However, this was amended during the inspection.

The curriculum and other events, such as assemblies, offer opportunities for pupils to learn to be safe. This includes online safety and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While teachers' questioning in class helpfully identifies where pupils need more support, their use of assessment to plan lessons is not as effective. Leaders, including subject leaders, should ensure that lesson planning recognises the knowledge and skills that pupils already hold. This includes ensuring that work in key stage 1 builds on learning from the early years foundation stage.
- While many parents are supportive of the school, some said that communication from leaders could be sharper. Similarly, some aspects of leaders' administration could be strengthened, including in keeping records of staff training. Leaders should review their administrative processes and communications with parents to ensure that these are as effective as possible.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102470
Local authority	Hounslow
Inspection number	10211839
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Gary Crichlow
Headteacher	Elaine Lacey
Website	www.belmontprimaryschool.org.uk
Date of previous inspection	28 November 2007

Information about this school

- The current headteacher took up the post in September 2018.
- The school has a Nursery class for three- and four-year-olds, and offers morning and afternoon places on a part-time basis. The school offers paid sessions for an additional 15 hours a week.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteachers, the special educational needs coordinator and members of the governing body, including the chair.
- The inspection team carried out deep dives in these subjects: early reading, mathematics and geography.

- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, held discussions with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read, including children in Reception with adults from the school.
- Inspectors also looked at curriculum plans in music and personal, social, health and economic education, scrutinised a sample of pupils' work, made visits to a music lesson and choir practice, and held discussions with subject leads.
- The inspectors observed pupils' behaviour at break and lunchtimes, and talked to them informally about behaviour, bullying and their well-being.
- Inspectors considered information relating to safeguarding. This included the school's single central record of checks on adults working at the school, safeguarding records and speaking to staff and pupils.
- The inspectors scrutinised a range of school documents, including records of behaviour and attendance.
- A team inspector spoke to some parents outside the school and the lead inspector evaluated the responses to Ofsted's online surveys.

Inspection team

Rosemarie Kennedy, lead inspector	Ofsted Inspector
James Robinson	Ofsted Inspector
Helen Rai	Ofsted Inspector

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